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ABSTRACT

Based on recommendations of a committee of educators in Washington State, this curriculum guide provides a competency-based curriculum to be used as a resource for business education instructors preparing students to be employees who are effective communicators. The guide contains the following elements: an introduction with course title, course description, purposes of the course, course level (grades 10-12), and course length; suggested scope and sequence for accounting, secretarial, and office services and related courses; goals and student learning objectives (directional and language arts); competencies; suggested grading guidelines; and a curriculum outline. An appendix contains learning activities for professional/leadership development. The guide also contains 10 references, 33 suggestions for courseware, and 9 suggestions for computer software. (KC)

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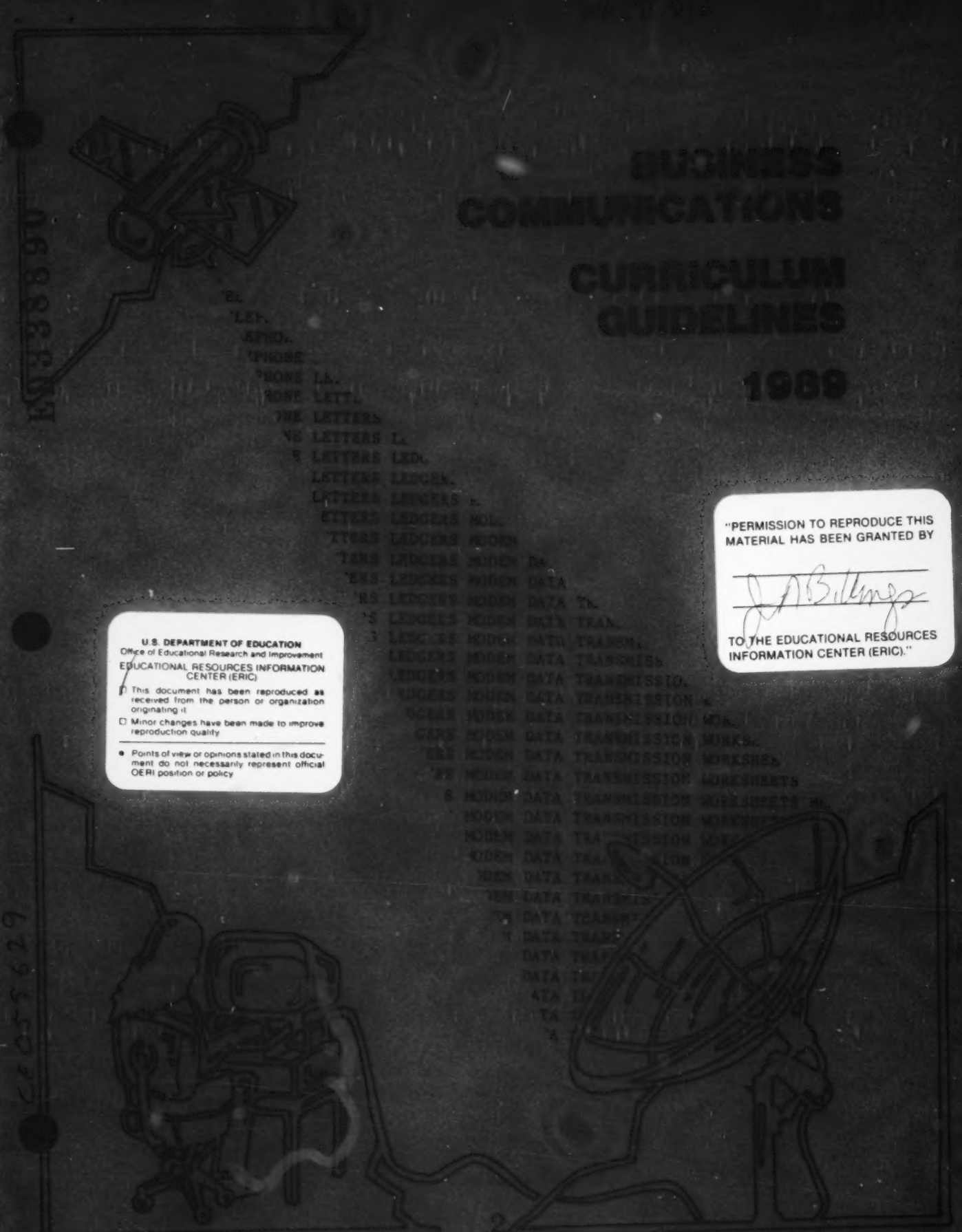
BUSINESS COMMUNICATIONS

CURRICULUM GUIDELINES

1989



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BUSINESS COMMUNICATIONS

CURRICULUM GUIDELINES

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August, 1989

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FOREWORD

Purpose of the Project

The purpose of the project was to develop a comprehensive Business Communications curriculum guideline for business educators in Washington State and to determine the best business communications curriculum available for students enrolled in vocational programs. The guideline would provide educators and students with challenging, realistic curriculum that is competency-based.

This project should serve as resource for Business Education instructors who are preparing students to be successful employees in a world of emerging demands for higher levels of effective communication.

The Committee Process

A statewide committee of teachers having expertise in the content area was formed to research course content, grading practices and student learning objectives. The committee focused on the integration of higher order thinking skills, timelines, and available courseware (including Applied Communication courseware) to deliver instruction in communication skill development within a secondary Business Communications classroom.

Considerable research was conducted by the committee regarding Applied Communication, a curriculum package of 15-modules that includes both printed and video materials. The Applied Communication modules incorporate a variety of applied learning activities for the major fields in vocational education and can be used with several instructional methodologies as defined in the Applied Communication Guideline (1989).

Aside from the development of a Business Communications curriculum guideline, the secondary focus of the committee was to study the feasibility of adopting the Applied Communication curriculum and learning materials for high school vocational students in Washington. Applied Communication has been developed by the Agency for Instructional Technology in cooperation with vocational education specialists representing a consortium of states and provincial education agencies throughout the United States and Canada. At the conclusion of the feasibility study, an Applied Communication Guideline will be developed.

Philosophy

The ability to communicate is one of society's most valuable contributions to its development and advancement. In the business community, it is necessary to know how new and evolving technologies can effect one's ability as a communicator. Employers need a full-range of verbal/nonverbal interchange of information for a dynamic business environment.

The committee believes that communication skills, both oral and written, are an integral part of every individual's career and personal life. The charge to the instructor is to provide learning activities that enhance the student's abilities to do what he/she is going to do--communicate. Students will accomplish this while applying communication theory, developing his/her life-long communication skills, preparing for entry-level employment and learning more about themselves. Through a competency-based curriculum, the individual is able to perform to his/her highest potential.

"With communications mankind shapes and creates its reality."
--James Chilton Pearce
Crack in the Cosmic Egg . . .

In preparation for the world of work, communication has become international in its scope. This is particularly true in the state of Washington. Although not a part of the Business Communications curriculum, the committee strongly recommends that all students have or acquire a working knowledge of at least one foreign language and exposure to cultures with which the U.S. trades. Citing WORK FORCE 2000, "No longer can students assume the position that a knowledge of English is a passport to opportunity." Business Communications and the ability to communicate in another language go hand in hand--in actuality they enhance each other.

RECOMMENDATIONS

The committee recommends the following:

1. That the Washington State Advisory Committee for Vocational Business Education evaluate and provide for validation of the guideline prior to its next revision/distribution.

2. That this guideline be distributed to vocational directors/administrators and Business Education departments in all Washington State school districts by Fall, 1989.

3. That OSPI purchase the modules available from the Agency for Instructional Technology called **Applied Communication.**

4. That a statewide curriculum task force be appointed to review and revise this guideline every two years.

INTRODUCTION

As indicated in the suggested scope and sequence matrix that follows, Business Communications is recommended for all students completing a Business Education program in: Accounting and Related (070101), Secretarial and Related (070601), and Office Services and Related (070701).

Course Title: Business Communications

Course Description: Business Communications offers skill development in writing, listening, speaking, reading, and decision-making for students enrolled in vocational programs.

Purposes of the Course: This course has been designed to provide the student learner with the broad, thorough training necessary to develop competence in an employment environment in each of the communication skills: reading, writing, speaking and listening. Further, the student learner will be assisted with applying the principles of communication psychology and interpersonal relations to communicate effectively.

Course Level: Grades 10-12

Course Length: A minimum of 60 hours (trimester), 90 hours (one semester) is recommended; however, for those districts supporting enrollments for 180 hours, additional materials are provided in this guideline to be of assistance in each situation.

SUGGESTED SCOPE AND SEQUENCE

Accounting and Related (070101)

Keyboarding	90
Accounting I	180
(Accounting II)	(180)
Electronic Math Applications	90
Microcomputer Applications	90
Business Communications	(90)
Office Procedures	90
(Information Processing Applications I)	(90)
(Information Processing Applications II)	(90)
*(Cooperative Office Education)	(360)
(Business Law)	(90)
(Shorthand)	(90)
	6 semester minimum

Secretarial and Related (070601)

Keyboarding	90
(Accounting I)	(180)
(Accounting II)	(180)
Electronic Math Applications	(90)
Microcomputer Applications	90
Business Communications	90
Office Procedures	90
Info. Proces. Applic. I	90
Info. Proces. Applic. II	(90)
Shorthand	90-(180)
*(Coop. Office Ed.)	(360)
(Recordkeeping)	(90)
(Business Law)	(90)
	6 semester minimum

Office Services and Related (070701)

Keyboarding	90
(Accounting I)	(180)
(Accounting II)	(180)
Electronic Math Applications	90
Microcomputer Applications	90
Business Communications	90
Office Procedures	90
Info. Proces. Applic. I	90
Info. Proces. Applic. II	(90)
*(Coop. Office Ed.)	(360)
(Business Law)	(90)
(Recordkeeping)	(90)
(Shorthand)	(90-180)
	6 semester minimum

*Cooperative Office Education (180 hours, class; 405 hours, on-the-job training) recommended -OR- a minimum of 90 hours of Office Procedures as closure to the program.

( ) = Suggested but NOT required for program completion

NOTE: In small districts with limited enrollment and staff, a comprehensive program may be delivered through a lab methodology or by scheduling various courses in alternating years. Contact the Business Education Section at OSPI for technical assistance in implementing or revising Business Education curricula: (206) 753-5647 or SCAN 234-5647.

GOALS

To develop the ability to communicate effectively (for entry-level employment, both verbally and written) with others in the business world.

STUDENT LEARNING OBJECTIVES (SLOs)*
(Directional)

The student will:

Language Skills

1. Use appropriate business vocabulary correctly in written communications.

2. Use appropriate business vocabulary correctly in oral communication.

3. Utilize references and resources, including;

   a. dictionary
   b. word division manual
   c. reference manual
   d. telephone directory
   e. thesaurus
   f. ZIP code directory

Written Communications

4. Apply correct and appropriate usage of basic language skills and capacities including:

   a. grammar
   b. spelling
   c. word division
   d. hyphenation
   e. number usage
   f. plurals
   g. possessives
   h. punctuation
   i. abbreviations
   j. capitalization

5. Identify errors in data entry, grammar, spelling, word usage and format.

6. Apply effective business communication techniques that include conciseness, clarity, completeness, correctness, courtesy, planning (who, what, when, where, how), and word choice.

7. Compose and format at the typewriter/computer business communications, such as:

   a. request/response letters
   b. persuasive request letters
   c. sales letters
   d. refusal letters
   e. collection letters
   f. memos and reports
   g. claim letters
   h. adjustment letters
   i. credit letters
   j. employment letters
   k. application forms
   l. resumes
   m. social business
   n. miscellaneous

Verbal

8. Demonstrate effective speaking abilities by giving oral instructions, participation in formal and informal group discussions and decision making.

9. Demonstrate proper dictation techniques.

10. Employ correct telephone techniques, etiquette and ethics.

Listening
11. Demonstrate effective listening skills.

FROM ENGLISH/LANGUAGE ARTS GUIDELINES, OSPI:

ARTS OF LANGUAGE

I. MODES IN LANGUAGE ARTS: HOW

The development of competence in language use, the "how" focus of our language arts program, involves instruction and practice in the receptive and expressive modes of language. **Developing competence in listening and reading, the receptive modes, and speaking and writing, the expressive modes, requires a careful understanding of the nature of each mode and how they interact to promote the fluent, confident use of language.**

1. Listening

Listening plays a significant role in an individual's life from infancy through adulthood. **Listening involves,** but is not limited to, **actively hearing, perceiving, discriminating, interpreting, synthesizing, evaluating, organizing, and remembering information from verbal and nonverbal messages.** Listening is the other half of speaking. It is a skill given little attention but of great importance if students are to become effective communicators.

There is little or no direct instruction in listening in most K-12 language arts curricula. Developing a listening curriculum requires that:

1) The teaching of listening must address everyday communication needs of the student in the classroom, on the playground and at home.

2) The teaching of listening must include direct instruction and practice in the various forms of listening including empathic, critical, evaluative, and comprehensive listening and cannot be limited to opportunities to listen.

3) Instruction in effective listening should include the various listening contexts of one-to-one interactions, small groups, and one-to-many situations.

4) Instruction in effective listening should enable students to identify/determine speakers' intentions to ritualize, imagine, express feelings, inform and control.

5) Instruction in effective listening should be developmental and take into consideration the student's attention span and ability to process information.

(Continued from English/Language Arts Curriculum Guidelines, OSPI)

GOALS

1) The student focuses attention on a message--hears the speaker, understands meaning, follows sequence of ideas and draws inferences.

2) The student recognizes, interprets and responds to nonverbal cues given by others.

3) The student decides on a reason for listening and adopts an appropriate listening strategy.

The student listens for understanding as in:

--comprehending and accurately restating message content.
--asking questions to clarify message content.
--correctly interpreting the speaker's intent or purpose.
--focusing concentration on structure and content of message (rather than on distractions or on what listener is going to say next).
--distinguishing main ideas from subpoints and supporting materials.
--taking notes accurately while listening.

The student listens critically as in:

--all of the above (accurate understanding is prerequisite to effective evaluation).
--recognizing difference between statements of fact and statements of belief.
--listening to whole message before beginning to evaluate it.
--recognizing claims as opposed to supporting material.
--evaluating evidence as sufficient? biased? etc.

The student listens empathically as in:

--comprehending and accurately restating message content.
--asking questions to clarify message content.
--correctly interpreting the speaker's intent or purpose.
--avoiding evaluative (e.g., negative) nonverbal cues.
--confirming speaker through paraphrasing and positive nonverbal feedback.
--accepting emotion without becoming overinvolved.
--listening to message content to help speaker understand what is actually being said.

4) The student understands the perspective of another.

5) The student develops aural memory/information-retaining strategies.

Reading

12. Demonstrate effective reading ability by interpreting text.

Nonverbal

13. Identify nonverbal communication techniques and the feelings and attitudes that are communicated nonverbally, e.g. body language, voice inflection, expression, eye contact.

Communication Concepts

14. Explain how communication occurs and how factors affect the understanding of messages and ideas between senders and receivers.

*Measurement/standards should be recommended and validated by the local advisory committee.

COMPETENCIES

The student will:

1. Apply effective written and oral communication techniques.
2. Produce usable documents from oral and/or written instructions.
3. Utilize appropriate oral communication techniques effectively in role-play and classroom situations.
4. Demonstrate effective listening skills.
5. Demonstrate knowledge of communication processes and concepts.
6. Demonstrate employability for job application.
7. Demonstrate professional development.

SUGGESTED GRADING GUIDELINES

The examples below provide possible weighting scales for assigning an overall grade in a Business Communications one- or two-semester course or trimester course.

EXAMPLE 1

Daily Work	50%
Course Notebook	10%
Quizzes	10%
Projects	10%
Leadership	20%

EXAMPLE 2

Daily Work	40%
Quizzes	20%
Tests	20%
Attendance/Work Habits	10%
Leadership	10%

EXAMPLE 3

Letters	25%
Oral Usage and Etiquette	5%
Grammar	25%
Spelling	15%
Tests and Notebook	20%
Attitude	10%

Possible percent grade scales are:

EXAMPLE 1

A	92-100%
B	83- 91%
C	70- 82%
D	60- 69%

EXAMPLE 2

A	90-100%
B	80- 89%
C	70- 79%
D	60- 69%

CURRICULUM OUTLINE

	90	180
I. PROFESSIONAL/LEADERSHIP DEVELOPMENT--ongoing with concepts integrated throughout the course.	5	15

A. Work Habits and Traits
   1. Human Relations
      a. Attendance
      b. Punctuality
      c. Positive self-image
      d. Dependability
      e. Cooperation
      f. Enthusiasm
      g. Honesty
      h. Initiative
      i. Safety consciousness
      j. Flexibility
      k. Tact
      l. Sense of humor
   2. Business Ethics

B. Skills
   1. Follow and give written and oral directions
   2. Maintain an organized work area
   3. Make independent decisions
   4. Work with others
   5. Manage time
   6. Handle criticism
   7. Handle stress
   8. Set goals
   9. Utilize problem-solving techniques
   10. Handle work with interruptions
   11. Concentrate amid distractions

C. Application-Employment Simulations
   1. Related careers
   2. Getting a job
   3. Grooming and attire

II. LANGUAGE SKILLS--ongoing with concepts integrated throughout the course.		
A. Common Business Vocabulary	2	6

1. Spelling
2. Pronunciation
3. Definition
4. Usage

B.	References and Resources (both print and computer software) 1. Dictionary 2. Word division manual 3. Reference manual 4. Telephone directory 5. Thesaurus 6. Zip code directory 7. Other--generated by computer software	2	6
III.	WRITTEN COMMUNICATION		
A.	Basic Language Skills 1. Grammar 2. Spelling 3. Word division 4. Hyphenation 5. Number usage 6. Plurals 7. Possessives 8. Punctuation 9. Abbreviations 10. Capitalization	10	15
B.	Proofreading 1. Data Entry 2. Grammar 3. Spelling 4. Word usage 5. Format 6. Content 7. Inconsistencies 8. Proofreader's marks	2	12
C.	Mechanics of Written Communication 1. Qualities of effective writing a. Conciseness b. Clarity c. Completeness d. Correctness e. Courtesy 2. Planning a. Format and style b. Classification of business letters c. Organizational plan 1. Outline 2. Rough draft 3. Word choice a. Word consciousness b. Explicitness c. Polish	5	10

D.	Business Communications--(Create, Compose and Format)	27	30
	1. Request/Response letters		
	2. Persuasive request letters		
	3. Sales letters		
	4. Refusal letters		
	5. Collection letters		
	6. Claim letters		
	7. Adjustment letters		
	8. Credit letters		
	9. Social business letters		
	10. Memorandums and reports		
IV.	ORAL COMMUNICATION--ongoing with concepts integrated throughout the course		
A.	Effective Speaking Abilities	6	28
	1. Giving oral instructions		
	2. Participating in informal group discussion		
	3. Participating in formal group discussion		
	a. Giving a talk		
	b. Meeting the public		
	c. Making presentations		
	d. Making introductions		
	4. Decision making		
B.	Dictation	3	5
	1. Machine orientation		
	2. Plan dictation		
	3. Voice-actuated input		
C.	Telephone Techniques and Procedures	3	6
	1. Call handling procedures		
	a. Incoming calls		
	b. Outgoing calls		
	2. Telecommunications		
	a. Teleconferencing		
	b. Satellite communications		
	c. Networking		
V.	LISTENING	2	6
A.	Importance of Listening		
B.	Listening Improvement		
C.	Effective Listening Skills		
	1. Comprehensive		
	2. Critical		
	3. Empathic		

VI.	READING	1	4
	A. Purpose		
	B. Speed		
	C. Understanding		
VII.	NONVERBAL	3	6
	A. Techniques		
	1. Body language		
	2. Voice inflection		
	3. Expression		
	4. Eye contact		
	B. Feelings		
	C. Attitude		
VIII.	INTERPERSONAL AND PROFESSIONAL COMMUNICATION		
	A. The Communication Process	3	7
	1. Communication model		
	a. Sender		
	b. Receiver		
	c. Factors that affect understanding		
	2. Communication abilities		
	a. Speaking		
	b. Writing		
	c. Listening		
	d. Reading		
	3. Communication psychology		
	B. Communication Systems	1	4
	1. Options for Electronically Transmitting Information		
	2. Futuristic Modes of Communication Systems		
	C. Communication Skills for Employment	15	20
	1. Assessment of Skills and Interests		
	2. Resume		
	3. Employment Letters		
	a. Letter of application/cover letter		
	b. Letter requesting references		
	4. Application Forms		
	5. Interview		
	6. Follow-Up Letters		
	a. Interview follow-up letter		
	b. Acceptance letter		
	c. Refusal letter		
	d. Thank you letters		
	e. Resignation letters		

'S

APPENDIX A

PROFESSIONAL/LEADERSHIP DEVELOPMENT - EXAMPLE 1

Business Education Department Name: _____

Course: _____ Year: _____ Semester: 1 2

- -

Professional/leadership development skills are necessary to assist students transferring from a school environment into the workforce. When students accept positions with business, they also accept a responsibility for adapting to the social structure and working with other individuals in that business. According to many businesses, people lose or leave their employment, not because they are not technically qualified, but becuase they cannot get along with their co-workers or supervisors. Employers rightfully expect that a well-trained Business Education Program graduate will possess interpersonal relationship skills, qualifying them to interact with others in a positive and productive manner.

For these, as well as other reasons, professional/leadership development has been made a requirement of all vocational education programs in Washington State including Business Education.*

Therefore, all students in each Business Education course will be evaluated on professional/leadership development based on the number of activities in which they participate:**

4 activities per class = A
3 activities per class = B
2 activities per class = C
1 activity per class = D

*WAC Chapter 490-48A-010 Vocational Student Organization: Leadership development in vocational programs in secondary schools, vocational-technical institutes and community colleges will be made available to all students as an integral part of the instructional program.

**In order to evaluate students in each class, there should be a student learning objective (SLO) documented for each class and weighted 10-20 percent of the course grade. This would serve as an accountability device for the instructor and as a goal/objective for the student to accomplish.

State of Washington, Superintendent of Public Instruction, Standards for Vocational Education Programs 81-4B, Item Number 5: "Leadership development through planned activities providing for transition from school to job must be an integral part of the instructional program . . . "

Professional/leadership development activity report forms must be requested from the Business Education instructor, completed by the student and signed by the adult in charge of the activity. Completed activity forms are to be stapled to a cover sheet and submitted to the Business Education instructor. To receive credit for a particular activity, it may not be repeated (e.g., each activity can receive credit only one time per class per semester).

SUGGESTED PROFESSIONAL/LEADERSHIP ACTIVITIES

1. Officer of a school organization (FBLA, etc.)
2. Member of a school organization (FBLA, etc. - dues paid)
*3. Attendance at a school organization conference: (FBLA District Fall Leadership Conference; Spring Leadership Conference; State Leadership Conference)
4. Participate in school organization fund raiser
5. Attend a school organization meeting
**6. Ninety percent of Excellence Points
7. Prepare a bulletin board for classroom
8. Arrange for a guest speaker
9. Introduce a guest speaker
10. Volunteer to work on a student body or school organization committee
11. Volunteer for community service/charity activity
12. Attend a meeting of a professional organization (e.g., Kiwanis, Advisory Committee, Chamber of Commerce, Rotary Club, etc.)
13. Interview a person in a business position not employed in an educational position
14. Review in written/oral presentation the history of (officers, duties, constitution, etc.) a professional organization/vocational organization
15. Report in written/oral form experiences gained through attendance at a civic organization (e.g., Kiwanis, Rotary, etc.)
16. Design an independent project with instructor's approval
17. Dress in business attire

*FBLA State and National dues must be paid to attend Regional, State and National conferences. Dues for 1989-90: Due December 1; $3.00, State--$4.00, National in order to compete at state Leadership Conference. Dues are payable on or before February 1 in order to attend State Leadership Conference.

**Excellence Points refer to five points daily that each student receives for being in class, on time, prepared to go to work and using appropriate interpersonal relationship skills throughout the class period.

APPENDIX A (continued)

PROFESSIONAL/LEADERSHIP ACTIVITY REPORT FORM

Name: _____ Date of Activity: _____

Description of Activity: _____

_____

Keep this form until all activities are completed for the semester. Staple all forms to a cover sheet and submit to the Business Education class instructor.

_____
Signature of Adult Supervisor

- -

GUIDELINES FOR PROFESSIONAL/LEADERSHIP DEVELOPMENT COMPONENTS
EXAMPLE 2

Professional leadership development components, defined by student learning objectives, should be included in EACH COURSE in the Business Education Program.

The Business Education intructor(s) should keep the following in mind when teaching to these objectives: 1. Students must be aware of the objectives being taught; 2. The instructor needs to be creative in developing and using professional/leadership activities in order to avoid duplication of activities used in other Business Education courses; and 3. Records of activities must be kept for EACH STUDENT in EACH COURSE.

These guidelines are offered to provide assistance for instructors. Included are general operating procedures, suggestions for implementation, strategies for delivering professional/leadership development and suggested, successful activities implemented by other instructors.

General Procedures:

1. Select three of the traits/work habits listed in the objectives for emphasis in each course.
2. Determine no more than four indicators for each trait/work habit.
3. Tell the students the professional/leadership development emphasis for EACH COURSE, the indicators that will be observed and the manner of grading and recording.
4. Provide students with appropriate instruction.
5. Follow up with observation, grading and recording.

Implementation:

1. In a lab delivery system, take the course outlines/syllabi for each of the courses being delivered and make a composite list of the topics to be covered. Cross-reference the list with the district's recordkeeping form for professional/leadership development.
2. Identify activities for teaching each topic. Resources might include: textbooks, periodicals, conference and inservice sessions, district professional/leadership development activities and co-educators.
3. Designate specific days of the month/week as days when everyone in class will interact on activities (e.g., small group tasks, film, group project).
4. Promote peer counseling activities--students training other students.
5. Appoint class managers, rotating on a regular (weekly) basis. Tasks assigned to managers might include: recordkeeping duties, proofreading, etc.
6. Provide simulations, practice sets or case studies to assist in delivering instruction in professional/leadership development.
7. Develop simulations using structured groups of students.
8. Request students to account for their own professional/leadership records.

Strategies for Teaching Professional/Leadership Development:

1. Obtain examples and resources from the business community--Advisory Committee members.
2. Draw from personal work experience--the teacher's or the students'.
3. Integrate seminars/workshops and class discussions into the course.
4. Develop an audio-visual presentation and follow this up with a class discussion or a written reaction paper.
5. Arrange for individual field trips for students and require a follow-up written or oral evaluation.

Leadership Traits/Habits for Emphasis in EACH COURSE:

1. Dependability (e.g., attendance, punctuality, meeting deadlines, having appropriate materials for class--pencil, paper, etc.).
2. Self-discipline (e.g., correct technique, working with distractions, paying attention, respecting equipment).
3. Following oral instructions adequately.
4. Following written instructions adequately.
5. Practicing problem-solving techniques.

APPENDIX A (continued)

PROFESSIONAL/LEADERSHIP DEVELOPMENT - EXAMPLE 3

Name: _____

Class: _____ Semester: _____

Points Earned: _____ Grade: _____

- -

DIRECTIONS: Professional/leadership points for EACH Business Education class will be recorded. Be sure to obtain the necessary signatures for verification. Signature(s) may be recorded at the end of this form. If any help or suggestions are needed for obtaining points, talk with the intructor(s). These points will count toward 10 percent of the final grade for this class. USE ONE FORM PER BUSINESS EDUCATION CLASS.

Points:		Earned:
50	Pay dues to a student organization	_____
70	Attend a state conference	_____
50	Attend a regional conference	_____
75	Hold office in a student organization	_____
**	Serve as a committee chair	_____
**	Serve on a committee	_____
**	Sell fund-raising items	_____
25	Attend a student organization meeting	_____
25	Donate two cans of food for a food drive	_____
25	Type a project for a teacher or student	_____
25	Introduce a guest speaker	_____
10	Help another student with an assignment/project	_____
10	Donate food to a Business Department student function	_____
50	Visit a business and evaluate the experience	_____
50	Present an oral report to the class	_____
10	Exhibit appropriate grooming/hygiene--"Dress Up Day"	_____
25	Write a thank-you letter to a speaker, etc.	_____
25	Practice good housekeeping practices in class	_____
100	Perfect attendance this term	_____
25	Always on time for class	_____
50	Design and put up a classroom bulletin board	_____
75	Write a paper on interpersonal relationships	_____
50	Attend a leadership camp	_____
50	Visit a post-secondary school and submit a written evaluation	_____
10	Demonstrate some technique/project to the class	_____
10	Assist with planning a field trip	_____
25	Prepare an employment application	_____

25	Prepare a resume	_____
25	Prepare a letter of application	_____
25	Prepare a letter of inquiry	_____
10	Make signs/posters to promote the Business Department	_____
10	Answer the telephone in the school office in a businesslike manner	_____
25	Receive Student of the Week Award	_____

**Number of points depend on the type of committee or fund-raising project. The instructor will determine the points to be awarded.

SIGNATURE(S) REQUIRED FOR VERIFICATION:

_____

_____

_____

_____

_____

REFERENCES

Andera, Frank, Gregg Condon. "The Frequency of Occurrence of Punctuation Rules, Format, and English Style in Written Business Communications," The Delta Pi Epsilon Journal, Fall 1986.

Business Communications. Utah, June 1987.

Business Communications. Washington: Snoqualmie Valley School District.

Heinrichs, et.al. Business Education Curriculum Guidelines. Washington: Office of the Superintendent of Public Instruction, 1986.

Mascolini, Marcia. "Excellence in Communication: A Factor in Corporate Profitability," The Delta Pi Epsilon Journal, Winter 1987.

Pearce, Joseph Chilton. Crack in the Cosmic Egg--Challenging Constructs of Mind and Reality, 1971.

Stewart, Marie M., Ph.D., Kenneth Zimmer, Ed.D., Lyn R. Clark, Ed.D. Business English and Communication, Seventh Edition. New York: Gregg Division/McGraw-Hill Book Company, 1984.

Stewart, Marie M., Ph.D., Kenneth Zimmer, Ed.D., Lyn R. Clark, Ed.D. Business English and Communication, Sixth Edition. New York: Gregg Division/McGraw-Hill Book Company, 1984.

Olney, Robert J. "The Impact of Computer Technology on the Composition of Written Business Communication," The Delta Pi Epsilon Journal, Fall 1986.

Work Force 2000, U.S. Department of Labor, 1987.

RESOURCE MATERIALS FOR
BUSINESS COMMUNICATIONS

Courseware:	Publisher:
The American Heritage Dictionary Second College Edition	Houghton Mifflin Co.
Basic Skills for the Modern Office	Gregg Division McGraw-Hill Book Co.

Supplementary Materials: Teacher's Manual
Note: Basic Skills for the Modern Office will help students develop the basic grammar and mathematical competencies required for successful office employment. Through simulated work situations, it demonstrates attitudes and behavior conducive to good work performance. Students are introduced to a broad range of office skills including proofreading, using an electronic typewriter, filing, statistical typing, and word processing. Features such as chapter learning objectives, skill exercises, and easy-to-read writing style, and illustrative anecdotes and dialogues make this an innovative office procedures text-workbook.

Business Communications — Glencoe Publishing
Second Edition
By: Himstreet, Maxwell, Onorato
Supplementary Materials: Text book, Activities Book, Teacher's Manual, Transparency Masters
Note: A comprehensive coverage of foundation skills--communication process, language usage, grammar, punctuation, sentence and paragraph contruction. Practice is given in preparing written business communications and giving speeches and talks, developing listening skills, interviewing for employment and using the telephone.

Business Communication for the Information Age — Harcourt, Brace, and Jovanovich
By: Adelstein and Davis
Supplementary Materials: Textbook, Workbook, Tests, and Teacher's Manual
Note: Through an integrated approach, the textbook provides thorough instruction and practice in developing basic communication skills, including listening, speaking, reading, and writing; building language skills, including grammar, punctuation, spelling, and dictionary use; creating various types of written messages; using communication skills in the job search; and processing information electronically.

Business Communication Today! — National Textbook
Note: A comprehensive classroom text aimed at improving the oral and written communication skills important in any work environment. Topics covered include interpersonal communication, listening skills, business interviewing, telephone skills, writing letters of application and resumes, composing business letters and memos, and preparing and giving speeches, reports, and sales presentations.

Business English and Communication — Gregg Division
By: Stewart, Zimmer, Clark — McGraw-Hill Book Co.
Supplementary Materials: Textbook, Workbook, Tests, Teacher's Manual
Note: Emphasizes the English and communication skills that are necessary in the business world, including speaking, listening, reading, and writing.

The Business of Oral Communication — South-Western Publishing
By: Gwyn, Gwyn, and Sander
Supplementary Materials: Study Guide, Audiocassettes, Teacher's Manual
Note: This instructional material is designed to equip students with the basic oral communication competencies necessary for success in their business and personal lives. The package consists of a series of audiocassettes in three modules.

Courtesy Under Pressure — South-Western Publishing
By: Advantage Media, Inc.
Note: Courtesy Under Pressure is a complete and versatile training system that helps students develop the special communication skills needed for the successful operation of an organization. The entire package consists of six modules each of which includes a 15- to 18-minute video presentation and a Facilitator's Guide. The modules may be purchased or rented.

Edit! Revise! Rewrite! Exercises in the Writing Process — J. Weston Walch
By: Markos
Note: This set of 78 masters is designed to build your students' skills in the revision aspect of the writing process. The package includes a series of letters, paragraphs, and essays which contain errors in grammar and writing.

Effective Business Communication — South-Western Publishing
By: Burtness and Hulbert
Supplementary Materials: Textbook, Workbook, Tests, Teacher's Manual
Note: Teaches the importance of oral and written communication in business. Examples and illustrations are provided to reinforce key principles. A new grammar reference division is included in the text. Workbook offers special projects designed to help students correlate and refine their communication skills. The test package has been expanded to include a diagnostic test, 12 unit tests, one test on the reference division, and a final exam.

Explorations in Nonverbal Communications — J. Weston Walch
By: Pyrczak and Bruce
Note: These stimulating worksheets explore the many ways we communicate our true thoughts and feelings without words . . . . letting our facial expressions and body language do the talking. A two-page test, answer key, and helpful teacher notes are included.

Generalizable Communication Skills Resource Dictionary
June, 1985
Illinois State Board of Education
By: Department of Adult, Vocational and Technical Education
Note: Serves as a resource guide for vocational educators who need additional instructional materials in the teaching of communications or vocationally-oriented communications in their classes.

Getting a Job, Process Kit
By: Zelitz
South-Western Publishing
Note: This valuable, convenient process kit offers students an organized approach to finding and securing the jobs they want. The kits lead the student through individualized exercises that help him/her learn how to: develop an effective resume and cover letter; develop a variety of ways to get an interview; and leave a job with excellent references.

Gregg Reference Manual
Gregg Division
McGraw-Hill Book Co.
Supplementary Materials: Text Edition (spiral bound), Text Edition (soft cover), Trade Edition (hard cover), Worksheets, and Key to Worksheets.

HELP WITH . . . . Series
By: Daniel, Bunlap, Masters, Byfield, Ellingson, Brown
Houghton-Mifflin
Supplementary Materials: Tests and Teacher's Manual
Note: Each of "the Series" is a text-workbook covering a variety of communications topics such as capitalization, punctuation, business English, proofreading and finding a job.

Interpersonal Communications
By: Church and Gade
J. Weston Walch
Note: Lively and imaginative worksheets help students to understand and develop their communication skills. Teacher notes provide directions and suggestions for using the set.

Leadership Development
Second Edition
Gregg Division
McGraw-Hill Book Co.
By: Shinn
Supplementary Materials: Instructor's Manual and Key, Audiovisual Package (5 cassettes, 30 slides)
Note: This thoroughly revised and updated edition of the popular Leadership Development helps students develop the personal attributes and social skills needed to succeed in the business world. Goal setting, personal appearance, memory, creativity, management, and employment are among the important topics discussed. Case histories, self-assessment quizzes, and step-by-step guidelines build students' self-confidence and motivate them to develop their leadership potential, whether they assume management positions or informal leadership roles in their careers. The many new illustrations help to clarify concepts and enable students to visualize themselves as business professionals.

Leadership Development through Planned Instruction in Voc. Ed. — Research Coordinating Unit--Commission for Vocational Education

By: Cvancara and Weaver, Project Directors
Note: This material was developed at Washington State University pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinion stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

Northwestern Curriculum Coordination Center (NWCCC)
Saint Martin's College — (206) 438-4456
The Northwest Curriculum Coordination Center is one of six centers in the National Network of Curriculum Coordination in Vocational and Technical Education. The NECCC provides access to vocational and career education materials developed by the ten-state regional as well as materials developed in five other regions.

Preparing for the World of Work — F. R. Publications
By: Roskos
Note: This workbook introduces the student to the vocabulary and information needed for an effective work-study program. It can also be used as a basic text to acquaint the student with essential information concerning the work-a-day world.

Professional Reference for the Office — Glencoe Publishing
By: McCauley
Note: This practical, easy-to-use handbook is for the contemporary business student and office worker. The information is current and covers a broad range of topics.

Proofreading/Editing Proficiency — Glencoe Publishing
A Text-Workbook
By: Simon
Note: This text explains where, why and how proofreading errors occur, and suggests techniques for avoiding errors. A series of exercises designed to increase student awareness of proofreading exactness provides editing practice.

Proofreading Precision — South-Western Publishing
By: Jones and Kane
Supplementary Materials: Text-Workbook, Teacher's Manual
Note: Organized into 12 class hours. Each lesson emphasizes one particular proofreading problem--typing, spelling, grammar, punctuation, capitalization, format, numbers, word division, and content. Provides the student with a basic foundation needed to become an efficient proofreader and more productive and valuable office worker.

The Reference Guide, A Handbook for Office Personnel — Houghton Mifflin
Second Edition
By: Holmes
Supplementary Materials: Teacher's Manual, Activities and Tests
Note: Easy-to-use business reference manual and teaching tool. Basic rules of grammar and mechanics at your fingertips, plus a new glossary of information-processing terms.

Reference Manual for Office Personnel — South-Western Publishing
By: House and Sigler
Supplementary Materials: Study Guide, Teacher's Manual
Note: This spiralbound reference manual is designed to serve as a supplementary textbook in the education of office personnel and as a handy reference for those engaged in office work.

Roget's II: The New Thesaurus — Houghton Mifflin Co.
Note: A book devoted entirely to meaning. In contrast to the old-fashioned thesaurus, which groups undifferentiated synonyms, near-synonyms, and related words together with an undefined entry word, this book provides an analysis--a definition--of the meaning or meanings of each entry word in the book. Synonyms are grouped according to meaning.

Speech For Effective Communication — Harcourt, Brace, and Jovanovich
By: Verderber and Ferdinandt
Supplementary Materials: Audiotape Package, Videotape Package, Teacher's Manual, Teacher's Resource Package and Book
Note: This textbook covers every major speech communication topic and provides students with solid understanding of the communication process, including verbal and nonverbal message, vocalization, listening, and feedback.

Teaching Spoken Communication — J. Weston Walch
Supplementary Materials: Lessons, Activities, and Projects
Note: This language arts unit features 94 reproducible exercises designed to build oral communication skills and confidence. There are three kinds of projects: group, on-to-one, and public speaking.

Telephone Use Activity Pack — J. Weston Walch
By: Mintz
Supplementary Materials: Master, Cassette, Teacher's Manual
Note: A stimulating multi-media introduction to the do's and don'ts of proper telephone behavior. Students listen to pre-recorded episodes in which telephone conversations are simulated. Students respond to them through follow-up activities on the worksheets.

V-TECS Vocational Technical Education Consortium of States
Commission on Occupational Education Institutions
Southern Association of Colleges and Schools
795 Peachtree Street, Northeast
Atlanta, GA 30365
(404) 897-6158
Note: The purpose of V-TECS is to promote the systematic development and implementation of the concept of competency-based vocational-technical education by securing the active participation of state and vocational-technical education agencies and other appropriate organizations which concentrate on: the analysis of jobs, the development of vehicles for assessing student achievement, and the design, development and/or acquisition of instructional materials.

The Word Desk Set — Houghton Mifflin
The Written Word II: A concise style manual on writing, usage and mechanics.
The Word Book II: Spelling and syllable divisions for more than 40,000 words.
The Right Word II: A concise thesaurus for writers and speakers.

Word Division Manual — South-Western Publishing
By: Perry and Silverthorn
Note: This spiralbound manual provides the correct spelling and divisions of those words most commonly used in business writing.

Your Working Life: A Guide to Getting and Holding a Job — Gregg Division, McGraw-Hill Book Co.
Supplementary Materials: Workbook (softcover), Teacher's Manual and Key
Note: This text covers the most important coping skills and competencies presented in the modules including: human relations, getting a job, making decisions, etc. Each text chapter is divided into brief, easy-to-digest sections that combine theory, case studies and practical information. Hands-on exercises and projects are provided in the workbook.

Software:	Publisher:
Basic Letter and Memo Writing	South-Western Publishing

By: VanHuss
Supplementary Materials: Text-Workbook, Tests, Teacher's Manual
Note: This intensive activity-oriented text-workbook is designed to teach the principles of writing, as well as approaches for writing various types of communications.

Business English Basics for Career Advancement	Glencoe Publishing

By: National Evaluation System, Inc.
Note: Each program consists of one master disk, four exercise disks containing 81 exercises, and a User's Manual.

The Complete Micro Job Search Tool Kit	Business Education Services

Note: This comprehensive career education software package covers many of the key skills necessary for getting hired. The topics include: a resume writer, cover letter, job application and the stages of interviewing.

Grammatik III	Reference Software, Inc.

Note: This is an electronic proofreader, editorial aid, and learning tool. The help feature in Grammatik gives a short tutorial about the problem detected, often providing examples of proper usage. May be purchased from most major software stores.

KeyNotes	Digital Learning Systems

Note: The Associated Press Stylebook has been converted to memory-resident KeyNotes software that can quickly help you become a skillful writer. With one keystroke you have instant access to numerous cannons of grammar, style, and punctuation, along with special guides to business, computer, and even sports terms. They appear in a window over the text without interrupting your work.

Microwriter 1: Business Letters, Memos, Manuscripts, and Tabulations	J. Weston Walch

By: Ruby and Mooney
Supplementary Materials: Handouts-- Photocopy Masters
Note: Combine this practice instructional material with your word processing program to give students realistic practice in manipulating, revising and editing text at the computer.

Pro-Grammar/Pro-Sentence	South-Western Publishing

By: Power
Note: This text-workbook will help to solve many of your students' language arts problems. This innovative text-workbook/diskette package emphasizes the application rather than the memorization of grammar rules, and provides instant feedback.

Proofreading/Editing Proficiency — Glencoe Publishing

By: Simon

Note: This is an interactive program that enhances the Proofreading/Editing Text Workbook with a display screen rather than hard copy. It contains 150 activities in document format.

RightWriter: Version 3.1 — Rightsoft, Inc.

This is a writing aid to help you create strong, clear documents. Very easy to use in WordPerfect 5.0. Accessible with only two key strokes. May be purchased from most major software stores.

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